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ABSTRACT

Purpose of the workbook is to provide the participants and facilitator in the Leadership Development Workshop a means of communication about the structure of the program "Aztlan en Kansas: Asistencia Tecnologica", and to help individualize the instructional activities conducted throughout the workshop. This workbook should be used in conjunction with the "Facilitator's Manual". Its format and sequence parallels that of the "Facilitator's Manual" but includes only the major points of the instructional activities. Instructional activities cover how to get to know the group members; rules for an effective group; how much an individual helped the group; group effectiveness; leadership traits; four basic functions of group members; group process stages; group processes and functions (evaluation statement); force field analysis; techniques for a plan of action based on force field analysis; plan of action; strategy implementation; and overall evaluation of the workshop. (NQ)

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LEADERSHIP DEVELOPMENT WORKBOOK

AZTLAN EN KANSAS:
Asistencia Tecnológica
Technological Assistance
To Mexican American People in Kansas

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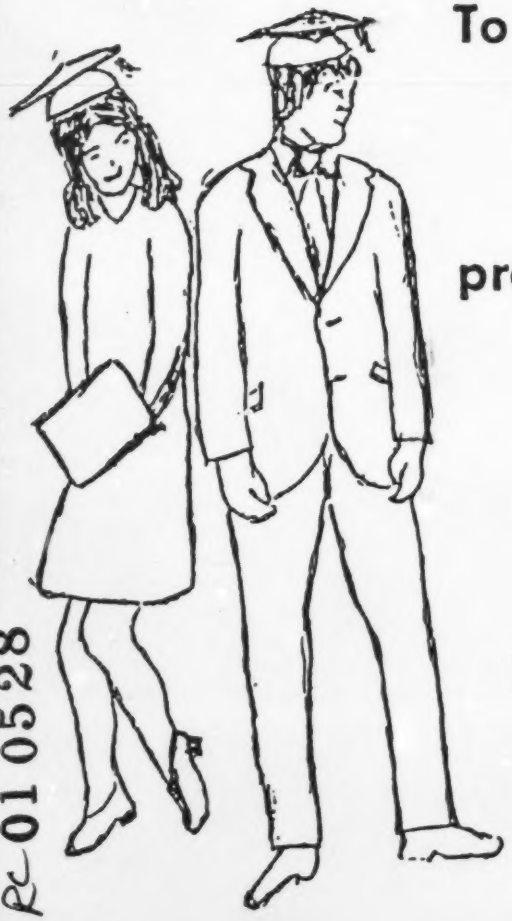

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PREFACE

The purpose of the Leadership Development Workbook is to provide the participants and facilitator in the Leadership Development Workshop a means of communication about the structure of the Program for Aztlan en Kansas: Assistencia Technologica Project and serve to help individualize the instructional activities conducted throughout the workshop.

This book should be used in conjunction with the Facilitator's Manual. The format and sequence of the Leadership Development Workbook parallels that of the Facilitator's Manual but includes only the major points of the instructional activities.

The Aztlan en Kansas: Assistencia Technologica Project was initiated by the cooperative efforts of the Division of Curriculum and Instruction, College of Education, and the Division of Continuing Education at Kansas State University. The project was financed by the United State Office of Education, Title I, Higher Education Act of 1965.

Christian Romero

WHO ARE YOU?

"Getting to know you; getting to understand you; getting to accept you; wanting to get along with you even if I never get to liking you too much..."

"Once upon a time you are stranded on a desert island for the rest of your life. There is no way to leave the island and you can never devise a way of leaving. However, you knew this might happen, so you made some preparations." You brought the following with you: (Food, water, and shelter are on the island.)

a. Three books:

1)
2)
3)

b. Three record albums and a stereo: (The island has electric outlets and an inexhaustible source of electric energy.)

1)
2)
3)

c. Three persons: (You must assume they are willing to come.)

1)
2)
3)

d. Three luxury items, appliances, etc.: (A boat cannot help you leave the island, neither can an airplane.)

1)
2)
3)

Make a note of your choices and be prepared to discuss the reasons for them. Some can be jokes, you don't have to be completely serious in this game.

Additional Notes:

CAN WE WORK TOGETHER?

RULES FOR AN EFFECTIVE GROUP

1. The people in the group do not ignore serious ideas.

2. Members of the group check to make sure they know what a person means before they agree or disagree with what he/she has said.

3. Each person speaks only for himself/herself and lets others speak for themselves.

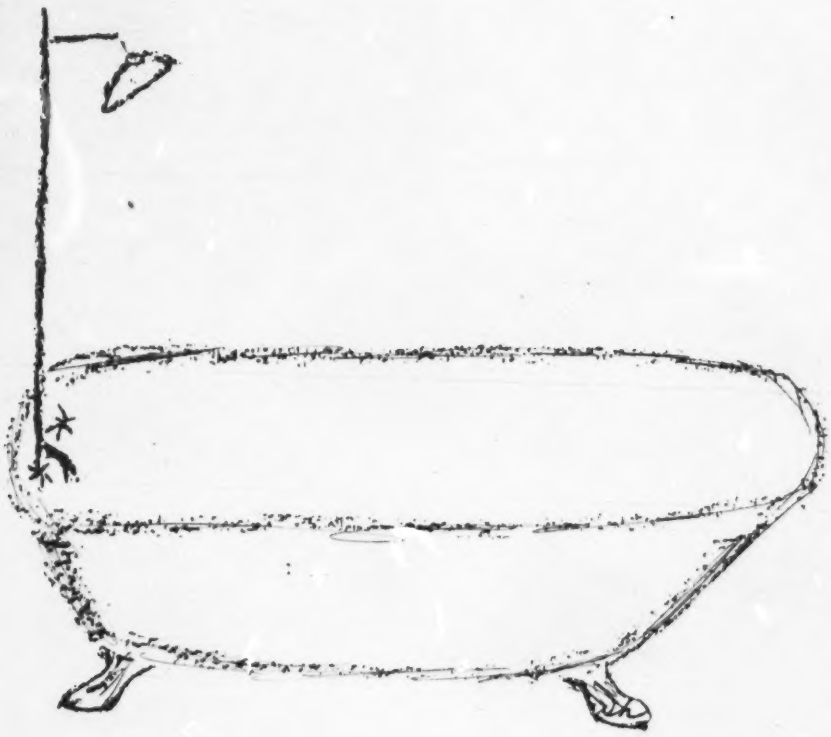
4. All ideas belong to the group and can be used, not used, or changed by the group to solve the problem the best way.

5. All members help but in different and complementary ways.

6. Whenever the group senses it is having trouble getting work done, it tries to find the reason.

7. The group recognizes that what it does is what it has chosen to do. No group can avoid making decisions; it cannot choose whether to decide, only how to decide. Thus, an effective group makes decisions openly rather than by accident.

8. The group brings conflict into the open and deals with it.



The Bathtub

What can be done to improve, modernize, or streamline it?

If you wish, use this space to draw your idea of a better bathtub:

Use this space to list your ideas on the bathtub:

HOW MUCH DID I HELP MY GROUP?

		Always	Sometimes	Never
1.	I gave some of my ideas without claiming anyone else agreed with them.	1	2	3
2.	I asked others to explain their ideas before I decided whether I agreed or not.	1	2	3
3.	I listened to the ideas of others (instead of thinking about what I wanted to say next.)	1	2	3
4.	I did not object if someone changed part of my ideas.	1	2	3
5.	I helped with my own ideas and experiences that were different from other peoples.	1	2	3
6.	If things got bogged down, I helped figure out why.	1	2	3
7.	I helped get the group to make clear decisions and to say what we decided.	1	2	3
8.	I helped bring conflicts out in the open and if I was part of the conflict, I was willing to compromise.	1	2	3

HOW EFFECTIVE WAS OUR GROUP?

	Always	Sometimes	Never
1. All serious ideas were listened to and discussed.	1	2	3
2. We understood each idea before we decided if it was a good idea or not.	1	2	3
3. Each person spoke for himself or herself. Nobody claimed to speak for anyone else.	1	2	3
4. The group felt free to change and improve the ideas. We did not just "vote" on a person's idea.	1	2	3
5. Each person helped the whole group in his or her own best way.	1	2	3
6. If we got bogged down, we tried to find out why.	1	2	3
7. We made clear, open decisions - even if the decision was to do nothing.	1	2	3
8. Conflicts were discussed honestly and we figured out compromises to take care of them.	1	2	3

I could have helped my group more if I had:

1. _____

2. _____

3. _____

4. _____

5. _____

One group could have been more effective if we had:

1. _____

2. _____

3. _____

4. _____

5. _____

HOW CAN WE WORK TOGETHER?

LEADERSHIP TRAITS

		Agree	Disagree
1.	A group will make good decisions if the leader is wise and gets the group to go along with him or her.	____	____
2.	A group will make good decisions if the leader gets each member to make a maximum contribution.	____	____
3.	A group will work better if the leader sets the goals beforehand.	____	____
4.	A group will work better if the whole group participates in setting the goals.	____	____
5.	A group will work best if one person is clearly in charge at all times.	____	____
6.	A group will work best if different people take charge whenever they feel they should.	____	____
7.	A leader should have higher status than the rest of the group.	____	____
8.	A leader should get all members to respect each other equally.	____	____
9.	A leader should have more knowledge than the other group members.	____	____
10.	A leader should encourage all members of the group to share all their knowledge and opinions.	____	____
11.	A leader should be able to tell people what to do and know they will do it even if they disagree.	____	____
12.	A leader should do what the group wants even if he or she disagrees.	____	____

Some people feel there are four basic functions members of a group must have if the group is going to be effective.

FOUR BASIC FUNCTIONS OF GROUP MEMBERS:

OUTSIDE LEADER:

INSIDE LEADER:

REPORTER/RECORDER:

OBSERVERS:

RESOURCE PERSON:

HOW CAN WE WORK MORE EFFECTIVELY? GROUP PROCESS STAGES:

1. Know the RULES FOR AN EFFECTIVE GROUP:

2. Make sure everyone knows WHAT THE PROBLEM IS.

3. Make sure everyone is ready to contribute--WHO IS REALLY IN THE GROUP?

4. WHAT THE GROUP DECIDES. Decide on one idea or decide that no solution exists.

5. HOW DID THE GROUP DECIDE? Evaluate the adequacy of the decision and how it was reached.

GROUP PROCESSES AND FUNCTIONS
(Evaluation Statement)

1. Did your group choose an OUTSIDE LEADER? If so, did he/she fulfill the functions listed?

2. How many INSIDE LEADERS did your group develop? Which of the functions listed did they fulfill?

3. Did your group choose a REPORTER? Did he/she fulfill the functions listed?

4. How many in your group acted as OBSERVERS? Which of the functions listed did they fulfill?

5. Did anyone take the role of RESOURCE PERSON? Why or Why not?

_____

_____

_____

_____

6. Did the group define the problem at the beginning? _____

7. Did everyone contribute? _____

8. Did the group reach a decision? How? Was everyone satisfied with the decision?

_____

_____

_____

_____

9. Look at the list of LEADERSHIP TRAITS again. Assume that nos. 2, 4, 6, 8, 10, and 12 are desirable behaviors. For each of these, indicate whether your group appeared to have that attitude or not. Mark a plus (+) for statements that were apparently true in your group's work. Make a munus (-) for those your group did not appear to believe in.

#2_____
#4_____
#6_____
#8_____
#10_____
#12_____

total +'s _____
total -'s _____

10. Based on your answers to no. 9 (above) how well do you feel your group is working?

_____

_____

_____

_____

WHAT DECISIONS NEED TO BE MADE?

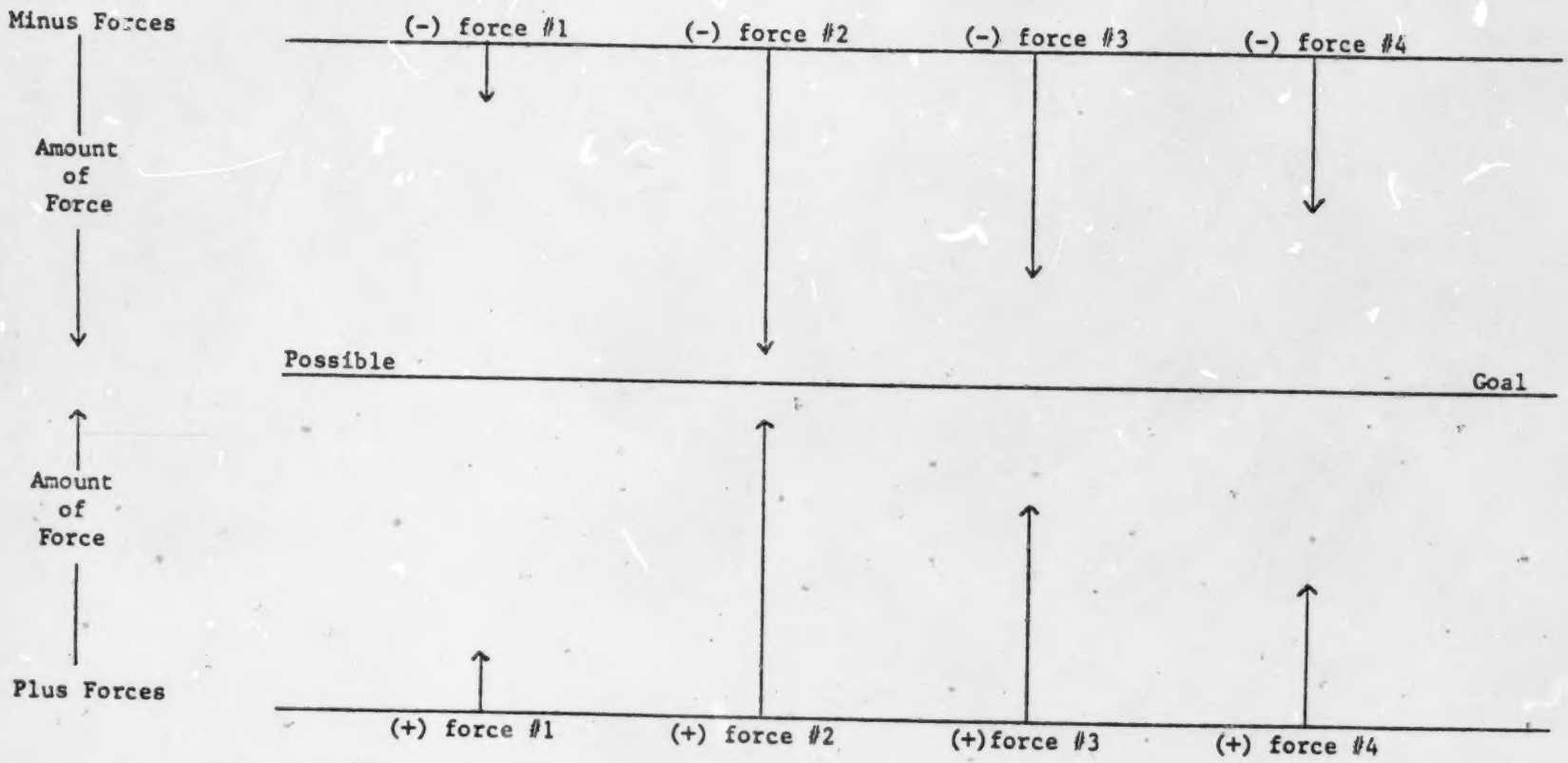
When the group leaders ask for your ideas, keep in mind that:

1. All ideas are worth writing down.
2. There is no such thing as a silly or impractical idea.
3. No ideas can be discarded.
4. No detailed explanations need be made -- just the bare idea.
5. The ideas don't have to be completely clear.

When all the ideas are listed and the group is trying to agree, keep in mind that:

1. It's all right to combine ideas.
2. It's all right to alter ideas.
3. It's all right to reword ideas.
4. It's all right to add to ideas.
5. The ideas belong to the group, not to individual persons.

THE FORCE FIELD



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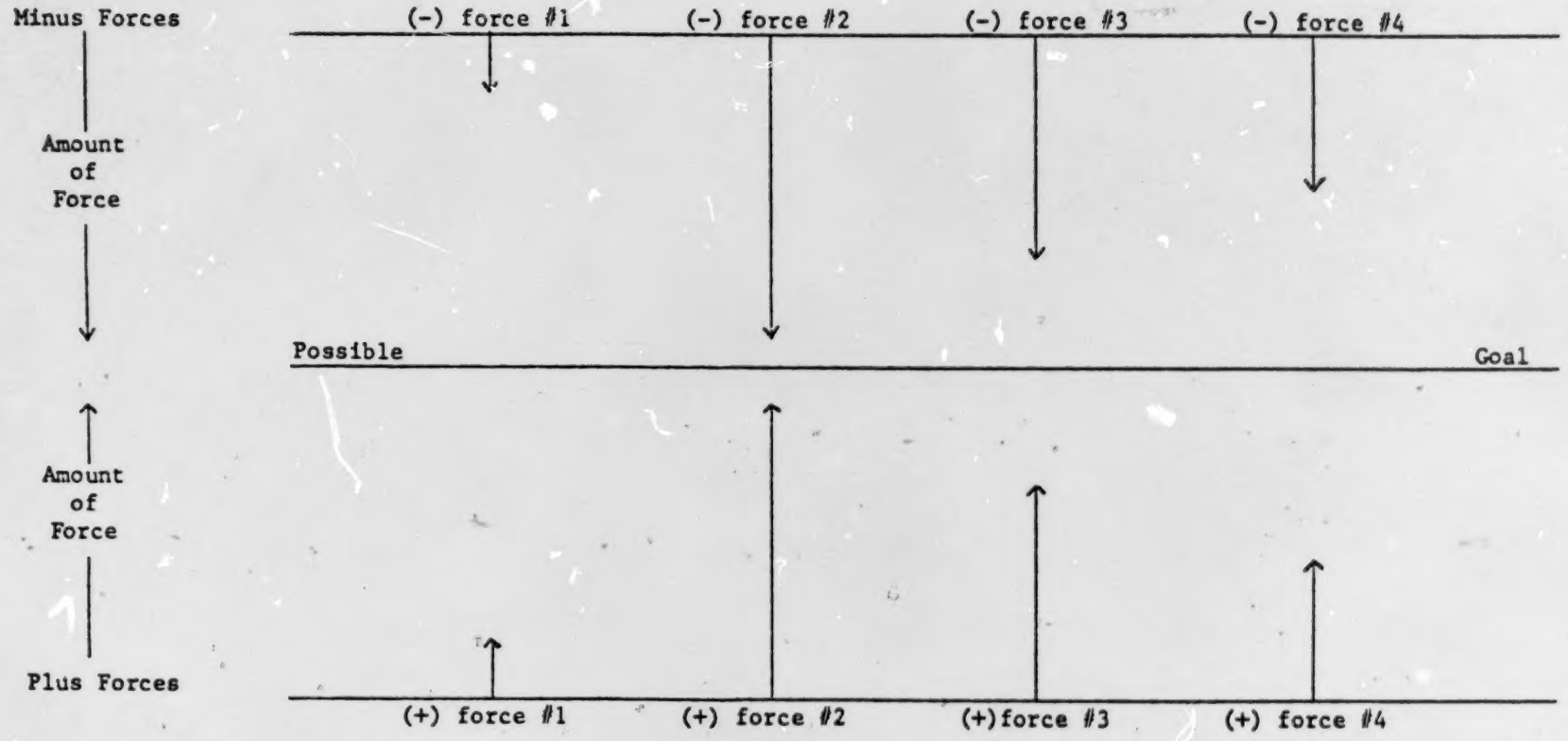

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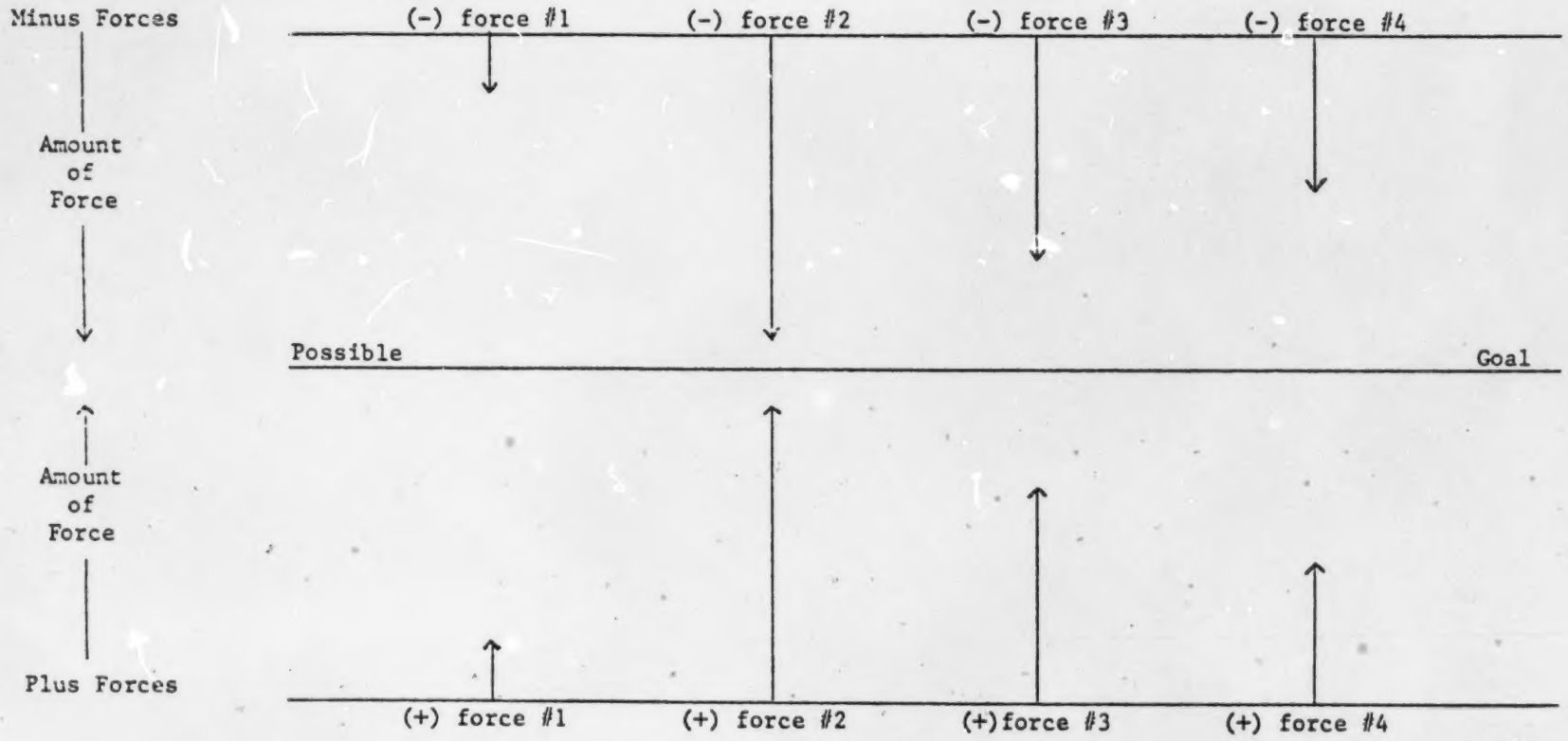

TECHNIQUES FOR A PLAN OF ACTION BASED ON FORCE FIELD ANALYSIS

After having completed the FORCE FIELD ANALYSIS,

1. Brainstorm ways of eliminating or diminishing the strongest negative force.

2. Brainstorm ways of increasing the strongest positive force.

3. Discuss ways of combining strong positives.

4. Discuss ways of dividing or keeping apart negative forces.

5. Discuss ways of turning negative forces into positive ones.

6. Discuss ways of removing negative forces before they take effect.

What action should we plan?

A PLAN OF ACTION

WHO WILL BENEFIT?	WHAT ARE THEIR NEEDS?	WHAT ARE THE TOP PRIORITY GOALS?	WHAT CAN WE DO TO INCREASE POSITIVE FORCES?	WHAT CAN WE DO TO LIMIT NEGATIVE FORCES?

AN IMPLEMENTATION STRATEGY

WHAT DO WE DO TO INCREASE POSITIVE FORCES?	WHO WILL DO IT?	WITH WHAT? WHERE? HOW MUCH?	BY WHEN?	WHEN WE HAVE ACCOMPLISHED OUR GOAL, HOW WILL WE KNOW
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
WHAT DO WE DO TO LIMIT NEGATIVE FORCES?				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Page 19.

OVERALL EVALUATION OF THE WORKSHOP

Name _____ Address _____

Telephone(s) _____ _____

In this space write a brief story of your life, and what you plan to do in the next five years:

1. List and comment on three things you liked about the workshop:

   a.

   b.

   c.

2. List and comment on three things you didn't like about the workshop:

   a.

   b.

   c.

3. What do you think the facilitator(s) expected you to learn from the workshop: (List 1 - 3 things.)

   a.

   b.

   c.

4. What did you actually learn? (List 1 - 3 things.)

   a.

   b.

   c.

5. If you could do the workshop over, would you make changes in any of the following? If so, please explain in the space below:

_____a. organization of workshop activities.

_____b. choice of facilities (meeting place).

_____c. time of day,

_____d. choice of facilitators.

_____e. choice of participants.

_____

_____

_____

_____

_____

_____

_____

_____

6. Do you feel any of the activities should be changed? Mark (+) beside those you thought were helpful and (-) beside those you did not feel were useful.

_____ "Getting to Know You"

_____ "Can We Work Together"

_____ "How Can We Work Together?"

_____ "What Decisions Need to Be Made?"

_____ "What Action Should We Plan?"

_____ "What Have We Accomplished?"

7. What other things do you think should have been done?

8. What should be done in a follow-up workshop?

9. Would you like to participate in a follow-up workshop?

Yes_____ No_____

10. Would you like to be a facilitator for workshops like this one?

Yes_____ No_____. If you answered "yes" what, if any, additional preparation would you need before you would feel ready to facilitate a workshop?

	Male	Female
Age		
Under 21	_____	_____
21 - 35	_____	_____
36 - 55	_____	_____
Over 55	_____	_____
Educational Level		
Elementary	_____	_____
Junior High School	_____	_____
High School	_____	_____
College below baccalaureate	_____	_____
Baccalaureate	_____	_____
Graduate or Professional	_____	_____
Occupational Classification		
Professional	_____	_____
Semi-Professional	_____	_____
Skilled	_____	_____
Semi-skilled	_____	_____
Unskilled	_____	_____
Other (specify)	_____	_____